



# Critical and Anti- Oppressive Methodologies

3006F

Fall 2020



## Your professor

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## Class meetings

Every Thursday (11:30 – 1:30pm), I will “open” our virtual classroom on Microsoft Teams. All students are welcome to join to share thoughts and ideas about the class. Participation is encouraged but it is not mandatory. You will shape these meetings with your questions, ideas, and concerns. These meetings will not be recorded as no lectures will be delivered during these meetings.

## One-on-one consultations

I am also available for one-on-one consultations. Email me to set an appointment.

## Course description and objectives

This course addresses collective and community approaches to knowledge production through research in the service of protecting and promoting cultural, political, and territorial integrity and self-determination. The main objective of this course is to engage with empirical research methods based on emancipatory goals (e.g. social justice).

A common theme running through this course is the nature of knowledge and the power relationships that exist between researchers and research subjects. The course addresses how notions of anti-oppression, social justice, and Indigenous cosmologies are mobilized in all stages of research.

# Required Readings



There is no required book for purchase.

Links to all [required readings](#) are posted in the OWL site for this course.

For some modules, you will also find a list of Additional Readings. These readings are not mandatory but I recommend you take a look if you want to learn more about the topic or to conduct further research for your own work.

This course is organized as Weekly Modules in OWL.

Each week (Tuesdays), I will introduce the week's topic in the form of a podcast or slide show (OWL), depending on what it is covered. On Thursday, you will have the chance to join the class to discuss these topics further.

A checklist of activities expected from you is posted in OWL for each week. This checklist will help you to manage your time effectively. The OWL Calendar also includes all assignments you must submit for this course.

Weekly Topics (Class Meeting)	Readings
<b>Week 1</b> (Sep. 10) Introduction	Potts & Brown (2015) Cannella & Lincoln (2009)
<b>Week 2</b> (Sep. 17) Research <i>as</i> social justice <i>Research as process</i>	Freire (1968) hooks (2003) Humphries et al (2005)
<b>Week 3</b> (Sep. 24) Power relations <i>Ethical challenges</i>	Banks et al (2013) Wilson et al (2018)
<b>Week 4</b> (Oct. 1) Community-based participatory research <i>The research question</i>	Ochocka & Janzen (2014) Rappoport (2017)
<b>Week 5</b> (Oct. 8) Community-based participatory research <i>The literature review</i>	Koster et al (2012) Tobias et al (2013)
<b>Week 6</b> (Oct. 15) Ethnography: the global fieldwork. <i>Research methods</i>	Marcus (1995) Rajak (2011)
<b>Week 7</b> (Oct. 22) Ethnography: decolonizing the "fieldwork." <i>Sampling</i>	Alonso Bejarano et al (2019) Bhattacharya (2013)
<b>Week 8</b> (Oct. 29) Decolonizing Methodologies. <i>Data gathering</i>	Denzin & Lincoln (2008) Smith, L. T. (2006)
Fall Reading Week (Nov. 2 - 6)	
<b>Week 9</b> (Nov. 12) Indigenous Research. <i>Data analysis</i>	Smith, L. T. (2012) Gaudry (2018) Kennemore & Postero (2020)
<b>Week 10</b> (Nov. 19) Feminism Research <i>Research outcomes</i>	Lavie (2011) Cornwall & Sardenberg (2014)
<b>Week 11</b> (Nov. 26) Anti-racist Research <i>Research for social change</i>	Da Silva (2015) Harper et al (2009)
<b>Week 12</b> (Dec. 3) Research for Environmental Justice	Cantu et al (2015) Harper et al (2009)



# Assignments

*This course requires an average time commitment of approximately eight hours per week*

## Study Guides

For each weekly module, I have posted a set of required readings for you to study. For some weeks, there may be some additional readings. While these are not mandatory, they can help you dig deeper on areas of interest and research.

To help you organize the information included in the required readings and to develop your critical reading skills further, I have prepared Study Guides for you to complete.

These guides will help you identify assumptions, arguments, and research approaches used in these readings.

The length of each study guide varies, depending on the complexity of the weekly readings.

Each Study Guide is listed as an Assignment in the OWL site and a link is provided in each Weekly Module. Please check OWL to see details on how to submit and to find out about weekly deadlines. There are a total of nine Study Guides for the course.

I will grade these guides based on how thorough they are completed. I will use a grading rubric that I will share with you in OWL.

## Workshops

The course offers you the opportunity to work on a set “workshop sheets” where you can explore ideas for your own research proposal.

Workshop sheets are aimed at supporting you and help you create a research path to document how your research is progressing and what main challenges you are encountering.

There are three workshops in total; see below for deadlines. I expect to discuss these workshop sheets with you on Thursdays.

Grades for this assignment are based on depth of answers (i.e., how much thought you actually put into them).

## In-class Responses

Twice this term, you will be required to write a critical response to a question posed to the class in relation to assigned readings up to that week. This is an “open book” exercise.

**Handout 1** offers additional guidelines for this assignment (see OWL).



## GRADES DESCRIPTION

Exceptional = above 90 (A+)

Went beyond expectations in all categories. One could expect little more from a student at this level.

Strong = 80-89 (A)

Superior work which is clearly above average.

Average = 70-79 (B)

Good work, meeting all requirements, and eminently satisfactory.

Average/Weaker = 60-69 (C)

Displayed average capability in some categories but no particular strengths. Meets basic requirements.

Not acceptable = below 50 (F)

Failure. Work is unsatisfactory and does not meet basic requirements.

## Research Proposal

A major goal of this course is to prepare you and give you the confidence to design a research project that envisions a form of collaboration with community partners (i.e., co-researchers) for the co-creation of knowledge that aims at social justice outcomes. Such project must deploy a critical, anti-oppressive methodological research framework.

*This assignment has two parts: a Literature Review and a Final Proposal. See below for deadlines.*

### Literature Review

The main goal of the literature review is to identify and develop a research question based on a review of the literature on the topic and the community you will be working with. In a literature review, the topic is delimited and the boundaries of your research area are defined. This assignment includes a cover page, a literature overview and research question, a minimum of 10 scholarly sources consulted, and an annotation of 5 sources.

**Handout 2** provides guidelines for this assignment (see OWL).

### Final Proposal

The final research proposal details what you propose to do and how you plan to do it. This is a step-by-step guide of what you anticipate doing in collaboration with your research partners.

**Handout 3** provides additional guidelines for this assignment, including the specific set of questions and sections that need to be addressed (see OWL).

## Course Requirements Summary

Study Guides	20% (9 in total)	Selected weeks
In-Class Responses	20% (2 x 10% each)	Weeks 6 and 12
Workshop Sheets	15% (3 x 5% each)	Weeks 3, 5, 10
Research Proposal	10% Literature Review	Week 7
	35% Final Proposal	<b>Dec. 9</b>



# Learning Outcomes

Upon completion of this course, students should be able to:

Identify and assess the contributions critical and anti-oppressive methodologies make to social research.

Outline and demonstrate critical awareness on the ways in which critical and anti-oppressive research methodologies contribute to collective emancipatory goals.

Mobilize (i.e., apply) key elements of critical and anti-oppressive research methodologies in order to develop your own approach to critical research.

Class Meetings  
Study Guides  
Critical Responses

Class Meetings  
Study Guides  
Critical Responses

Workshop Sheets  
Research Proposal:  
Literature Review  
and Final Proposal

“For apart from inquiry, apart from the praxis, individuals cannot be truly human. Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.”

Paulo Freire (1968)



## Contact information

### Email policy

The best way to reach me is via email: [lsavino2@uwo.ca](mailto:lsavino2@uwo.ca)

I will do my best to reply as soon as possible. If you do not get an immediate reply, please allow at least 48 hours if you need to send me a reminder.

I usually do not check my emails after 5pm or on weekends.

**Important!** Please use the course number as part of the subject line for your emails. This will ensure a faster reply as my electronic correspondence gets sorted automatically.

Due to privacy guidelines, you must use your university email account for contacting me.

### Make an appointment

I am available to meet one-on-one using **Microsoft Teams**. Please email me to set an appointment.

“The ways in which scientific research is implicated in the worst excesses of colonialism remains a powerful remembered history for many of the world’s colonized peoples.”

Linda Tuhiwai Smith, 2012

## A note on returned assignments and appeals

Frequently students wish to discuss the results of their assignments immediately upon receiving their grade and feedback. Every effort will be made to provide substantial feedback on assignments with the intention of making the grading clear, and also to help you improve regardless of the grade an assignment receives.

If you still have questions or concerns about your grade, please make an appointment to discuss further. Please wait 24 hours after receiving your assignment and grade before contacting me to discuss your results. In addition, I prefer you set up an appointment no later than 7 days after receiving your grade if you wish to discuss your grade.

You may also appeal your overall grade, or the grade of any specific assignment. These are the steps:

1. Have an informed discussion with me. Ideally, this step must be initiated (i.e. set up an appointment) within 7 days of receiving your grade.

2. If you still find the explanation of your grade unsatisfactory, you may appeal your grade in writing. This written submission must be sent to me within 14 days of receiving your grade. You are to write a formal letter indicating the ways in which you believe your assignment met the requirements – with evidence cited – as well as the grade you believe you deserve for your work.

Please keep in mind that the onus is on you to demonstrate that your work meets the requirement set out for the assignment, and not for me to defend the mark allocated.

No grade change will be considered without submitting a formal appeal in writing.



**KEEP  
CALM  
&  
FOLLOW  
THE RULES**

For more information about the University’s appeal guidelines visit:  
[uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](http://uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf)

The Appendix to Course Outlines is posted on the OWL course site

## **Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021**

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

While in the physical classroom or online classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: enter and leave quietly. Please see the Code of Student Conduct at:

[www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf](http://www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf).

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Adding / Dropping Courses**

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, <https://huronatwestern.ca/academic-advising> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Please see the policy on Attendance Regulations for Examinations here:  
[https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

### **Academic Student Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at [huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/academic-advising>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/contact-directory>.

### **Copyright Regarding Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

### **Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;



- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars, it is also an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction, to failure in the course, to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar: [http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading\\_189](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189) .

### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the

purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<https://www.turnitin.com/>).

### **Computer-Marked Tests/Exams**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### **Clickers**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Accommodation for Students With Disabilities**

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Please review the full policy at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic%20Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf).

### **Academic Consideration for Missed Work**

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic\\_Consideration\\_for\\_absences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf) are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

### **Requests for Academic Consideration Using the Self-Reported Absence Form**

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf) .

### **Policy on “Academic” Accommodation - Medical / Non-Medical Grounds**

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca) .**

University Senate policy, which can be found at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf) , requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) .

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**(b) Accommodation on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**(c) Non-Medical Grounds: Consult Huron Support Services/ Academic Advising**

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed [Accommodation Request Form](#). Late penalties may apply at the discretion of the instructor.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**Mental Health & Wellness Support at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)



Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, [www.uwo.ca/uwo.com/mentalhealth/](http://www.uwo.ca/uwo.com/mentalhealth/).

### **Important Dates & Directory**

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:**  
<https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>